

## WILLIAM S SANDEL ELEMENTARY

2700 Seminole Rd.  
Columbia, South Carolina 29061

**GRADES** K-5 Elementary School

**ENROLLMENT** 478 Students

**PRINCIPAL** Fae M. Young 803-731-8906

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	57	30	2

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 12 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

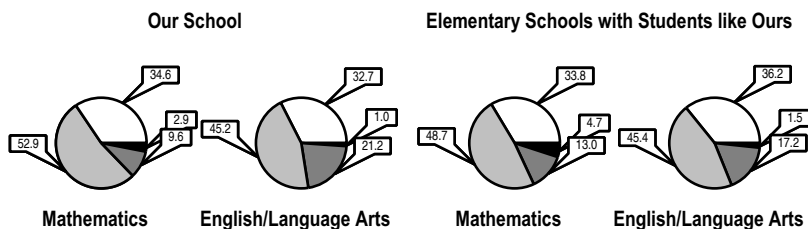
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	38	51	31
Percent satisfied with learning environment	75.0%	86.3%	90.0%
Percent satisfied with social and physical environment	92.1%	92.2%	83.3%
Percent satisfied with home-school relations	27.0%	88.2%	83.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	252	99.6	32.7	45.2	21.2	1.0	22.1	17.6
Gender								
Male	131	99.2	37.4	45.8	16.8	N/A	16.8	17.6
Female	121	100.0	27.7	44.6	25.7	2.0	27.7	17.6
Racial/Ethnic Group								
White	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	237	99.6	32.7	45.9	20.9	0.5	21.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	211	99.5	29.9	44.8	24.1	1.1	25.3	17.6
Disabled	41	100.0	47.1	47.1	5.9	N/A	5.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	252	99.6	32.7	45.2	21.2	1.0	22.1	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	248	99.6	31.6	44.9	22.4	1.0	23.5	17.6
Socio-Economic Status								
Subsidized meals	209	99.5	36.4	43.9	18.5	1.2	19.7	17.6
Full-pay meals	43	100.0	14.3	51.4	34.3	N/A	34.3	17.6

Mathematics								
All students	252	100.0	34.6	52.9	9.6	2.9	12.5	15.5
Gender								
Male	131	100.0	38.3	53.3	6.5	1.9	8.4	15.5
Female	121	100.0	30.7	52.5	12.9	4.0	16.8	15.5
Racial/Ethnic Group								
White	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	237	100.0	34.7	54.1	8.7	2.6	11.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	211	100.0	29.9	56.9	9.8	3.4	13.2	15.5
Disabled	41	100.0	58.8	32.4	8.8	N/A	8.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	252	100.0	34.6	52.9	9.6	2.9	12.5	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	248	100.0	34.2	52.6	10.2	3.1	13.3	15.5
Socio-Economic Status								
Subsidized meals	209	100.0	38.2	50.9	8.7	2.3	11.0	15.5
Full-pay meals	43	100.0	17.1	62.9	14.3	5.7	20.0	15.5

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	63	N/A	12.9	50.0	35.5	1.6	37.1
	Grade 4	56	N/A	32.7	55.8	11.5	N/A	11.5
	Grade 5	65	N/A	21.0	66.1	12.9	N/A	12.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	103	100.0	22.6	45.2	29.8	2.4	32.1
	Grade 4	85	98.8	44.1	35.3	20.6	N/A	20.6
	Grade 5	64	100.0	33.9	57.1	8.9	N/A	8.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	63	N/A	45.2	41.9	11.3	1.6	12.9
	Grade 4	56	N/A	50.0	34.6	11.5	3.8	15.4
	Grade 5	65	N/A	53.2	33.9	9.7	3.2	12.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	103	100.0	41.7	46.4	8.3	3.6	11.9
	Grade 4	85	100.0	33.8	51.5	11.8	2.9	14.7
	Grade 5	64	100.0	25.0	64.3	8.9	1.8	10.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 478)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.6%	No change	3.4%	2.4%
Attendance rate	95.3%	Down from 96.4%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.4%	Down from 7.7%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.7%	Up from 1.8%	8.7%	8.0%
Older than usual for grade	0.2%	Down from 0.6%	2.5%	1.1%
Suspended or expelled	0.8%	Up from 0.0%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	51.4%	Up from 51.3%	46.0%	50.0%
Continuing contract teachers	83.8%	Down from 87.2%	81.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.1%	Up from 75.8%	83.2%	86.2%
Teacher attendance rate	93.4%	Down from 95.5%	94.3%	95.3%
Average teacher salary	\$40,873	Up 0.4%	\$39,095	\$39,909
Prof. development days/teacher	N/R	N/R	12.7 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	18.5 to 1	Down from 19.2 to 1	17.3 to 1	18.9 to 1
Prime instructional time	87.4%	Down from 91.0%	87.9%	89.7%
Dollars spent per pupil*	\$5,850	Up 10.8%	\$6,158	\$5,892
Percent spent on teacher salaries*	76.5%	Up from 74.0%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Sandel has had a very productive year. One student was awarded the Governor's Citizenship Award. Four students represented the school at the USC Science Fair. Elementary students qualified for the Duke TIP Scholars Program, and four registered to attend. All certified staff earned renewal credits for Fred Jones: Tools for Teaching course and Building Rigor course. Eight teachers received staff development in Pat Cunningham's 4 Block Method of Teaching Reading. One teacher obtained National Board Certification, and four are pursuing it. One teacher is pursuing a Master's in Reading Literacy.

Test results indicated a continued need to focus instructional strategies in the areas of math and writing to improve and enhance students' achievement. Programs that provided students with additional practice included After-school Tutorial, Saturday Academy for low achieving gifted students, Accelerated Reading and Math programs and computer-assisted instruction through the use of the CCC lab. Fifth-grade teachers increased their math block to 90 minutes, and the Reading Recovery Program provided services for targeted students in first grade, as well as met with additional first graders in literacy groups.

The instructional program was enhanced through the implementation of strategies from the Principles of Learning, which included clear expectations, academic rigor, and accountable talk. Additional computers were placed in classrooms to enhance students' acquisition of skills and to provide more opportunities in the use of technology in the classroom.

Class size was reduced in first and fifth grades. The guidance program included character education lessons, character trait, Student of the Month, and the implementation of Words of Wisdom, shared daily on the school's morning news show.

To become nationally certified, our CD and kindergarten teachers took a course on Issues and Practices in Early Childhood Education. The Breakthrough to Literacy Program continued to be effective in assisting with the early development of reading skills. Eight-five percent of our first graders scored ready on the SCRA.

We implemented a new ESL program to address the increased population of English-as-a-second-language students.

We continue to focus on improving the percentage of students scoring at basic or above on PACT. We are challenged by our school's high mobility of student population and the limited participation in the School Improvement Council and PTO. The staff is encouraged to continue to seek new and innovative ways to increase parent participation in school activities.

Fae M. Young, Principal, William S. Sandel Elementary School

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.